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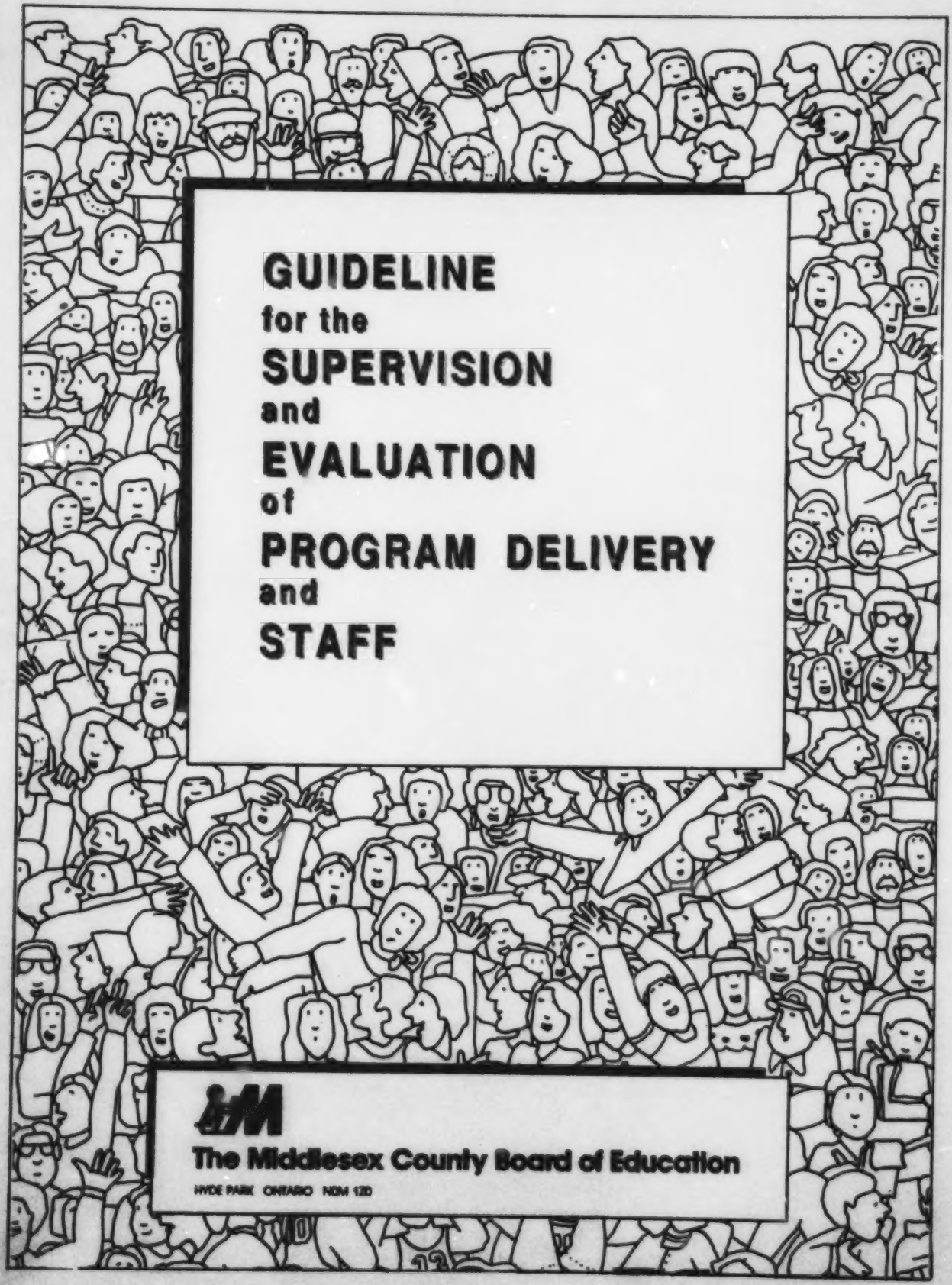

GUIDELINE
for the
SUPERVISION
and
EVALUATION
of
PROGRAM DELIVERY
and
STAFF

The Middlesex County Board of Education
HYDE PARK ONTARIO N0M 1Z0

92-06374/

GUIDELINE FOR THE SUPERVISION AND EVALUATION OF STAFF AND PROGRAM DELIVERY

Approved for use in

Middlesex County Schools

September 1983
Revised - January 1989

THE MIDDLESEX COUNTY BOARD OF EDUCATION

Hyde Park, Ontario

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TABLE OF CONTENTS

FOREWORD

1.0 GOALS FOR THE SUPERVISION AND EVALUATION OF STAFF (Policy 400-22)

2.0 OBJECTIVES FOR THE SUPERVISION AND EVALUATION OF STAFF AND PROGRAM DELIVERY

3.0 FORMATIVE SUPERVISION

3.1 FORMATIVE SUPERVISION - A RATIONALE

3.2 FORMATIVE SUPERVISION - A PROCESS

4.0 SUMMATIVE EVALUATION

5.0 FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

5.1 A COMPARISON OF FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

5.2 RELATIONSHIP BETWEEN FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

6.0 BASIS FOR THE SUPERVISION AND EVALUATION OF STAFF AND PROGRAM DELIVERY

7.0 PRINCIPAL'S PLAN FOR EVALUATING THE WORK OF TEACHERS ON THE SCHOOL STAFF

8.0 ROLE OF SUPERINTENDENTS OF SCHOOLS IN THE SUPERVISION AND EVALUATION OF PROGRAM

9.0 PROCEDURES FOR SUMMATIVE EVALUATION

9.1 INTERVALS AND RESPONSIBILITY FOR SUMMATIVE EVALUATION REPORTS

9.2 SUMMATIVE REPORTS

9.3 REDUNDANCY OF EVALUATION MATERIALS AND ACCESS TO FILES

9.4 ROLE OF THE DEPARTMENT HEAD

10.0 SELECTION PROCESS FOR POSITIONS OF ADDED RESPONSIBILITY

10.1 CRITERIA FOR SELECTING DEPARTMENT HEADS, RESOURCE TEACHERS, CONSULTANT AND CO-ORDINATORS

10.2 METHOD OF SELECTING DEPARTMENT HEADS

10.3 METHOD OF SELECTING RESOURCE TEACHERS, CONSULTANTS AND CO-ORDINATORS

10.4 CRITERIA FOR SELECTING PRINCIPALS AND VICE-PRINCIPALS

10.5 METHOD OF SELECTING VICE-PRINCIPALS

10.6 METHOD OF SELECTING PRINCIPALS

11.0 EVALUATING THE WORK OF TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY

11.1 NATURE OF SUMMATIVE REPORT

11.2 SPECIAL EVALUATION PROCEDURES FOR TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY WHOSE WORK IS JUDGED TO BE UNACCEPTABLE

11.3 SUMMARY OF SPECIAL EVALUATION PROCEDURES FOR TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY WHOSE WORK IS JUDGED TO BE UNACCEPTABLE

12.0 EVALUATING THE WORK OF PROBATIONARY TEACHERS

13.0 REQUIREMENTS OF EDUCATION ACT 1980, REGULATIONS, BOARD POLICY, ETC. REGARDING THE SUPERVISION AND EVALUATION OF PROGRAM AND STAFF

13.1 SUPERVISORY OFFICERS

13.2 PRINCIPALS

13.3 TEACHERS IN CHARGE OF ORGANIZATIONAL UNITS

14.0 RESPONSIBILITY FOR CONFIDENTIALITY

15.0 SPECIAL EVALUATION PROCEDURES

15.1 SPECIAL EVALUATION PROCEDURES FOR PERMANENT TEACHERS HAVING SERIOUS DIFFICULTY (ON REVIEW PROCESS)

15.2 SUMMARY OF SPECIAL EVALUATION PROCEDURES FOR PERMANENT TEACHERS HAVING SERIOUS DIFFICULTY

15.3 SUMMARY OF STEPS TO BE FOLLOWED IN EVALUATING THE WORK OF A PERMANENT TEACHER HAVING SERIOUS DIFFICULTY

DEFINITIONS

A teacher's **PROGRAM** consists of planned interrelated activities designed to achieve specified goals within a given subject or group of subjects based on Ministry and Board curriculum documents. The expressions "student's program" or "school program" refer to planned interrelated activities associated with a group of subjects. Thus, a program includes the activities of the teacher and students who are involved in or associated with planning, preparation, presentation, evaluation, and communication of results to students and parents.

PERMANENT STAFF includes all persons who are employed by the Board on a Permanent Teacher's Contract.

TEACHING PROFESSIONALS include all persons employed by the Board on a Teacher's Contract or as a Supervisory Officer.

TEACHER:

Except as noted in Section 11.0 (Evaluating the Work of Probationary Teachers), the word "teacher" refers to a person employed by the Board on a Permanent Teacher's Contract.

FOREWORD

The purpose of this guideline is to provide the foundation of a plan for the supervision and evaluation of staff and program delivery for the system. This plan will be refined and improved as it is developed further over time; consequently, the contents of the guideline will be revised and supplemented as circumstances require.

The ongoing goal of the plan is the improvement of program through the ongoing professional growth of individuals supported by effective formative supervision and summative evaluation.

The plan places particular emphasis on

1. the accountability of all teaching professionals for the improvement of program;

2. the special responsibilities for the improvement of program of all teaching professionals who hold positions of added responsibility;

3. the importance of ongoing, developmental, formative supervision as the supervisory process through which the improvement of program can be achieved; and

4. clearly articulated summative evaluation procedures including special "on review" procedures to be used in the evaluation of the work of persons having serious difficulties with their assignments.

The inclusion of the latter does not imply increased emphasis on the removal of persons from the permanent staff. In any large staff, the potential always exists over a period of time that someone on permanent staff may have serious difficulties with his/her assignment. Should such a situation arise, fairness dictates that the procedures to be followed are explicit and open to all. Because of the detail necessary to describe these procedures explicitly, they occupy far more space in this guideline than the expected incidence of their future use would seem to warrant.

A careful reading of the guideline will reveal a changed role for principals and superintendents. Principals assume the major responsibility for the formative supervision and summative evaluation of the work of classroom teachers and department heads. Superintendents are involved in monitoring and evaluating program and, consequently, visit classrooms for this and other purposes described in the guideline.

1.0 **GOALS FOR THE SUPERVISION AND EVALUATION OF STAFF**
(Policy 400-22)

The Board, recognizing that it is the responsibility of local school boards, through their supervisory officials, to supervise adequately all aspects of the programs under its jurisdiction, and to bring about improvement in the quality of education by assisting members of the staff in their practice, establishes the following policy concerning the supervision and evaluation of staff.

I. Supervision should assist and encourage members of the staff to attain and maintain a high degree of professional competence.

II. Supervision should be carried out with the intention and spirit of aiding the Principal and members of the staff in their support of the Aims and Objectives of The Middlesex County Board of Education.

III. Supervisory visits should be made in order that justifiable decisions can be reached for recommendations for staff assignments, for positions of greater responsibility, for renewal of probationary contracts, for the granting of permanent contracts and, if necessary, for demotion or dismissal.

IV. Supervisory visits should be concerned with, among other things, the following aspects of the educational program: planning, preparation, presentation, assessment, evaluation, classroom management, and reporting of progress to students and parents.

This policy shall be administered by the Director of Education.

2.0 OBJECTIVES FOR THE SUPERVISION AND EVALUATION OF STAFF AND PROGRAM DELIVERY

Procedures developed in the Middlesex County school system to fulfill the requirements for supervision and evaluation of staff and program delivery of The Education Act, Regulation 262 relevant numbered memoranda issued by the Ministry from time to time, and Board Policy should

1. reflect the premises

   (a) that the prime function of supervision and program development is to improve instruction and learning,

   (b) that the maintenance of quality instruction and learning is also an important function of supervision,

   (c) that assessment and evaluation are essential functions of supervision, and

   (d) that the improvement of program occurs through refinement and improvement in the work of individuals, both separately and collectively;

2. assess and evaluate educational programs across the system so that strengths and areas for refinement and improvement can be identified;

3. employ the principles of formative supervision and summative evaluation;

4. provide, through formative supervision and summative evaluation, encouragement and practical assistance to individuals in establishing the most desirable conditions for instruction and learning;

5. provide for persons, through summative reporting at prescribed intervals, clear statements of their perceived level of performance and, thereby, acknowledge their overall contribution to the system;

6. identify and assist persons who have leadership potential;

7. assess and evaluate the performance of persons who aspire to positions of added responsibility so that the selection process will be equitable and the school system will benefit from the effective deployment of the best leadership talent available;

8. provide supervisory officers with the necessary information to report to the Board on the performance of teaching staff and quality of instruction in the system, as required by Section 256 of the Education Act;

9. provide principals with the necessary information to fulfill their duties under Regulation 262:

"(3) In addition to the duties under the Act and those assigned by the board, the principal of a school shall,

(a) supervise the instruction in the school and advise and assist any teacher, in cooperation with the teacher in charge of the organizational unit or program in which the teacher teaches;

(e) report to the board or to the supervisory officer in writing, on request, on the effectiveness of members of the teaching staff and give to a teacher referred to in any such report a copy of the portion of the report that refers to the teacher;

(f) recommend to the board,

(i) the appointment and promotion of teachers, and

(ii) the demotion or dismissal of a teacher whose work or attitude is unsatisfactory, but only after warning the teacher in writing, giving the teacher assistance and allowing the teacher a reasonable time to improve;" and

10. provide a clear, organized and fair "on review" process for persons on permanent contract who are having serious difficulties with their work.

3.0 FORMATIVE SUPERVISION

3.1 FORMATIVE SUPERVISION - A RATIONALE

The improvement of program is a major responsibility of all teaching professionals in the system. Persons holding positions of added responsibility are required to provide leadership and practical assistance to teachers in their work in improving program. Department heads, vice-principals, principals and supervisory officers have additional responsibilities in connection with the supervision of program. It is expected that this supervision will be carried out by applying principles of formative supervision constructively.

Formative supervision is an ongoing developmental process directed toward improved performance and job satisfaction. Its prime function is supervisory as compared with the administrative function of summative evaluation. Its focus is on change--or making a process or operation more effective as it progresses.

In formative supervision, the supervisor and teacher or teachers work together to identify needs, form a limited set of objectives, plan a course of action, carry out the plans, and assess and evaluate the results. The supervisor who is an active participant at each stage in the process influences the growth or development or change while the activity leading to that change is in progress. The process is cyclical--assessment and evaluation lead to modified or new objectives and plans.

Work on an aspect or aspects of the program selected for major attention in a given period of time may involve a staff, particularly in the elementary school, or teachers in a department or a division, or an individual who has set out personal objectives.

In the rationale developed to explain the process of reporting on the work done in schools through the principal's objectives, principals are encouraged to work in their collegial role with teachers on the improvement of one or more significant aspects of the program each year. Secondary school principals are encouraged to employ principles of formative supervision in their relationships with department heads. Principles of formative supervision can also be applied effectively to the supervisory role of the department head.

An important objective of formative supervision is to provide systematic information or feedback to assist the teacher with the refinement or improvement of a specific aspect of the program. This ongoing discussion and feedback enables realistic objectives to be set, practical actions to be planned and modified as required, and specific accomplishments to be recognized. These activities are typically summarized in writing--the form and content varying with the needs of the situation. It should be noted that these written materials are functional instruments of communication, are for the use of the persons involved in the particular activity only and, therefore, are not part of the official records.

The foundation of formative supervision is the premise that ongoing development or growth is characteristic of the professional teacher and that program can be improved through the ongoing professional growth of individuals.

3.2 FORMATIVE SUPERVISION - A PROCESS

Primary Goal: to improve program through the ongoing professional growth of individuals.

Process: ongoing, developmental, cooperative, constructive

Relationship between teacher and supervisor: collegial

7. Informational Discussion
6. Assess and Evaluate
5. Carry out Plans and Modify as Required
4. Plan Initial Action
3. Identify Needs and Objectives
2. Collect Information
1. Informal Discussion

1. Informal Discussion

Teacher and supervisor meet to discuss and clarify topics such as

a) objectives of formative supervision;
b) possible focus of developmental or improvement goals;
c) teacher's objectives for a particular class and subject;
d) characteristics of the class;
e) other relevant matters pertaining to the program and the class; and
f) possible objectives and indicators.

2. Collect Information

Teacher and supervisor collect information regarding the aspect or aspects selected for development or improvement in Step 1.

3. Identify Needs and Form Limited Set of Objectives

Teacher and supervisor evaluate data collected in Step 2 and determine objectives and indicators collaboratively.

4. Plan Initial Action

Teacher and supervisor discuss possible means to meet objectives such as methods, resources, activities, new techniques, emphases and strategies.

5. Carry Out Plans and Modify as Required

Teacher and/or supervisor are involved in actions such as teaching, experimenting, observing, consulting, discussing, assessing, analyzing, synthesizing and evaluating.

Supervisor is involved in actions such as encouraging, supporting, consulting, advising, diagnosing and nurturing.

6. Assess and Evaluate the Degree of Growth

Teacher and Supervisor meet to discuss and evaluate the program as modified and collaboratively make suggestions for further change.

7. Informal Discussion

The process is ongoing; thus, begin at Step 1.

4.0 SUMMATIVE EVALUATION

Summative evaluation occurs when an evaluator "sums up" by commenting on some aspect or aspects of an individual's work as observed over a period of time. The chief function of summative evaluation is to indicate the evaluator's overall perception of an individual's work or performance as clearly as possible. Thus, a summative report is a formal acknowledgment of the quality of one's work. It also performs a documentary function both for the individual and the Board. Since summative reports are filed and may be used as the basis for making administrative decisions regarding tenure, promotions, assignment of teachers, and dismissals, they serve a necessary administrative function in any school system.

Summative statements can be written at any time to cover an intervening period since the last report. They are written to sum up the perceptions of the work as a whole, including all curricular activities.

Comments expressed about a classroom program in a summative report should be based on specific examples of the work of the classroom teacher that are related directly to the various components of program--planning, preparation, presentation, evaluation, and communication of results to students and parents. This information cannot be obtained without direct involvement and observation in the classroom. The work that is observed may pertain to a specific aspect of the classroom program. It should be clearly understood that the basis for a summative report on the work of a classroom teacher must include more than the information obtained from the observation of performance during the teaching of a lesson. In addition, it is customary for summative reports to acknowledge contributions to the overall operation of the school outside the classroom.

The evaluation of the work of persons holding positions of added responsibility should be based on the broadest possible sample of the work. Summative reports on teaching vice-principals and department heads should include reference to the classroom work and, as well, the effectiveness in carrying out the added responsibilities of the particular assignment; however, summative reports will usually give greater prominence to the latter.

Summative reports typically summarize changes and accomplishments in connection with the improvement of program. The presence of these comments should not be interpreted to mean that the previous work was unsatisfactory, but rather such comments should be regarded as characteristic of the ongoing growth and refinement of skills typical of the professional teacher.

Where the supervisor has concerns about an individual's work, and determines that major improvements are required, the summative report must clearly indicate the area of areas of concern and make appropriate recommendations. The supervisor is expected to provide

assistance with the implementation of the recommendations, using an approach that is as formative as possible. Depending on circumstances, the interval between summative reports may be shorter than the maximum interval suggested. The subsequent report or reports will contain reference to the actions taken as a result of the recommendations expressed in the previous summative reports as part of effective follow-up.

If a permanent teacher is having serious difficulty with his/her assignment, summative reporting will be frequent and detailed. When major difficulties persist after counsel, practical assistance and reasonable time for improvement, a special "on review" process which is described in considerable detail later in this guideline will be followed.

5.0 FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

5.1 A COMPARISON OF FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

	FORMATIVE SUPERVISION	SUMMATIVE EVALUATION
BASIC PREMISE	The purpose of supervision is to improve instruction and learning.	Clear, organized summative records on the work of staff are necessary for administrative purposes.
PRIMARY GOAL	To improve program (teaching/learning process) through the ongoing professional growth of individuals.	To acknowledge quality of work formally. To facilitate administrative personnel decisions.
SCOPE	Specific: can involve any aspect of program but generally concentrates on one or two aspects only at a time.	Broad: sums up perceptions of supervision made over a period of time.
OBJECTIVES	Change (improvement through refinement). Professional growth. Job satisfaction.	Clear communication of the supervisor's perceptions of the overall quality of the work.
CHARACTERISTICS	Developmental Ongoing Constructive Cooperative	Carried out at prescribed intervals.
RELATIONSHIPS	Collegial; Supervisor functions as instructional leader.	Collegial - hierarchial.
IMPETUS FOR INITIATING	Objectives collaboratively determined between teacher(s) and supervisor regarding program needs at classroom, division, school, or system level.	Formal - statutes, regulations, and policies.

NATURE OF REPORTING	Informal: between supervisor and teacher; form and content will vary according to the needs of the situation.	Formal: prescribed intervals, form, and procedures.
	Purpose: to record observations, conclusions, plans, etc. to aid in follow-up as an integral part of the ongoing work.	Purpose: to summarize the supervisor's major observations, judgments and recommendations in relation to the teacher's work during a period of time.
USE OF REPORTS	In-school: by persons involved in the particular activity to improve an aspect of the program.	System: for administrative purposes such as assignment transfer, tenure, promotion, and the "on review" process.
	Not part of official record.	Part of official record.

5.2 RELATIONSHIP BETWEEN FORMATIVE SUPERVISION AND SUMMATIVE EVALUATION

The formative supervision process described in Section 3.1, 3.2 and 5.1 has very significant potential for the improvement of instruction and learning. Because this premise is central to the plan for the supervision and evaluation of staff and program delivery set out in this document, it is expected that the formative supervision process will appear prominently among the supervisory practices used across the County.

However, Principals and Superintendents of Schools have both a supervisory role and an evaluative role in that they are required under the plan to write summative reports which indicate their overall perceptions of an individual's work or performance as clearly as possible. Since a summative report is a formal acknowledgment of the quality of an individual's work over a period of time, it is expected that the supervisor's comments would be based on a relatively broad sample of a teacher's work including those activities related to the improvement of an aspect or aspects of program. The latter activities may be the result of work that is related or unrelated to the formative supervision process.

Where a supervisor, who is required to write summative reports, and a teacher or teachers have worked together on an aspect or aspects of program over a period of time using the formative supervision process, it is reasonable to assume that the summative report could feature this work. Paragraph three of Section 4.0 suggests that, on occasion, a summative report could feature this work almost exclusively. In that situation, previous and/or subsequent summative reports should be broader in scope.
In some circumstances, a summative report may not contain reference to activities related to formative supervision. This situation may occur more frequently in the Secondary School where the Department Head has a major responsibility for formative supervision. Although a Secondary School Principal may not be involved directly in the formative supervision process with a particular teacher, the Principal could become aware of the actions taken by the teacher to improve an aspect or aspects of program through discussions with the teacher. Such information becomes part of the principal's knowledge of the teacher's work.

Thus, the degree of relationship between the activities associated with formative supervision and the contents of a particular summative report will vary with the circumstances. This condition requires considerable flexibility of application.

6.0 BASIS FOR THE SUPERVISION AND EVALUATION OF STAFF AND PROGRAM DELIVERY

The Report of the Supervision Committee (1977) broadened the focus of supervision and evaluation from the teaching performance of the isolated single lesson to include the total program.

Supervision and evaluation of staff and program delivery is a sampling of the effectiveness of the total program delivered by the teacher as opposed to the observation of the isolated single lesson. It is also recognized that there may be times when factors affecting the total program are outside the teacher's control. Supervision and evaluation will reflect a sensitivity to such limitations and their effect on program delivery.

DEFINING A TEACHER'S PROGRAM

A teacher's program involves planning, preparation, presentation, evaluation and communication. Each of these areas involves specific teacher activities which can be supervised and which are appropriate to supervise. Each forms a part of the whole program but can be supervised and coached separately. Each area should be regarded as contributing toward a balance in the overall delivery of the whole program. The significance of the contribution of each area is not constant. A variety of factors will reflect the degree of emphasis required for each in evaluating the overall program for its effectiveness.

PLANNING

The planning stage is considered to be the first activity which a teacher undertakes in preparation for initiating classroom activities. This stage commences with the selection of appropriate learning objectives for the students.

Supervision of planning (course outlines, long range plans, unit plans, and daily plans) should focus on several specific characteristics. Each plan should be in concert with Ministry Guidelines and curriculum materials/directives provided by the Middlesex County Board of Education. It should show proper organization of subject material within itself and consistency with preceding and following related learning expectations. Planning should differentiate between long term and short term objectives. The teacher should be able to explain the rationale behind his/her particular application of the planned learning activity. Planning is seen as a fundamental, functional aspect of the teaching process, wherein due regard is given to the importance of thorough but concise and time-efficient methods of written format.

PREPARATION

Preparation involves what the teacher must do to ensure that the planned learning activity is ready to be delivered effectively to the students.

PRESENTATION

Supervision of the presentation should focus on the effectiveness of the teacher's style in facilitating learning in a wholesome learning atmosphere.

For an effective presentation, the teacher should be able to demonstrate that he/she is well informed. The content should be presented clearly and logically through the use of appropriate strategies at the student's instructional level. The teacher should provide opportunities for the student to investigate, question, discuss, evaluate, review and consolidate the learning.

The learning atmosphere includes aspects of the physical setting as well as the quality of the emotional climate of the classroom. The teacher should endeavour to create a positive rapport with students where an atmosphere of mutual respect prevails. The establishment of a stimulating, healthy learning environment in which students are able to consider values and ideas which have relevance to their lives is essential.

EVALUATION OF STUDENT ACHIEVEMENT

Evaluation is a process that is an integral part of the broader teaching-learning process. The evaluation process can be divided into the steps of choosing criteria, collecting data, analyzing and interpreting data, judging, and responding.

Supervision and evaluation of teacher practices in evaluating student achievement should be based on observations of a representative sampling of the work associated with each step of the process.

The work of the teachers in this area should be reflected in their records of evaluation of student achievement and should be consistent with Board policy and guidelines, such as, Policy 600-8 and the Report of the Committee on the Evaluation of Student Achievement, May 1980.

COMMUNICATION

Supervision and evaluation should ensure that clear, specific information about the program and the student's progress is being communicated effectively to his/her parents and to the student.

7.0 PRINCIPAL'S PLAN FOR EVALUATING THE WORK OF TEACHERS ON THE SCHOOL STAFF

The evaluation of teaching staff is one of the most important areas of a principal's work. It is essential that the principal develop a supervision and evaluation plan and communicate it in writing annually to the teaching staff.

The plan shall include

1. the general plan for evaluation such as frequency of visits, observation instruments, and preparation for visits;

2. the nature and scope of the formative supervision and summative evaluation to be undertaken;

3. the general criteria by which a teacher's work will be evaluated;

4. the type of follow-up to be used for formative supervision;

5. the procedures for recording and discussing summative evaluation statements; and

6. the role of the department head and vice-principal (is applicable) in the evaluation process.

Each principal is encouraged to seek suggestions from the teaching staff prior to the finalization of the plan.

Each principal is expected to have a current plan for the evaluation of teaching staff on file and to discuss the plan with the Superintendent as part of the annual objectives.

8.0 ROLE OF SUPERINTENDENTS OF SCHOOLS IN THE SUPERVISION AND EVALUATION OF PROGRAM

Numerous curriculum guidelines have been and continue to be issued by the Ministry of Education. When a guideline states Ministry policy, it has the same force in law as a Ministry regulation. Therefore, each guideline is a prescribed foundation for school programs.

Over the years, teaching professionals in the system have made a major investment of time and cooperative effort in the development and implementation of new or revised programs based on the Ministry guidelines. The Board has supported this activity with an investment of funding. Ministry guidelines were adapted to local needs through the preparation of County Basic Courses of Study, County Program Planning Guides, County Course Outlines and through courses of study developed in the school. Various resource materials to support the course documents were also prepared. In most cases, in-service activities were undertaken to introduce both the new Ministry guidelines and the locally-prepared course documents to the staff. Because of the limitations of staff and resources typical of a small system, efforts were directed, of necessity, primarily toward the writing of the course documents and the preparation of resource materials. Less attention was given to the implementation and review phases of the curriculum management cycle.

Educational literature such as Curriculum Implementation - A Resource Booklet by Fullen and Parke suggests that the pattern of curriculum management described in the preceding paragraph is typical of that found in most jurisdictions in Ontario.

Sources such as Curriculum Management: Resource Guide 1988 suggest that the implementation of course documents and support materials is an important phase of the curriculum management cycle. According to such sources, various implementation tasks and associated activities should be carried out so that the intent of the documents that have been developed can be put into practice. These tasks and activities need to be carefully planned and executed if the major investments in curriculum development are going to be realized in school programs.

The review of program is also seen as an important phase of the curriculum management cycle. Strengths and areas for refinement and improvement of programs cannot be ascertained on a broad scale without the periodic use of review which is the culminating phase of the curriculum management cycle. The Ministry has recognized this need and is continuing to develop improved strategies for provincial, regional and local reviews in selected subjects. These reviews are becoming more sophisticated and exhibit a greater depth each year.

The review phase involves all teaching professionals in some way, especially those with supervisory responsibilities--department heads, vice-principals, principals and supervisory officers.

The procedures used to conduct reviews tend to have four common characteristics:

1. assessment and evaluation focus on a clearly identified aspect of the program;

2. schools are informed about the purposes and procedures;

3. the data gathering involves a broad sampling of the program; and

4. observations are carried out in more than one classroom.

The Superintendents of Schools have a major responsibility in all three phases of the curriculum management cycle, that is, development, implementation, and review. Implementation and review of program cannot be carried out effectively without direct contact in the classroom with areas of the educational program such as planning, preparation, presentation, evaluation, and reporting of progress to students and parents. Therefore, Superintendents of Schools will continue to visit classrooms.

9.0 PROCEDURES FOR SUMMATIVE EVALUATION

9.1 INTERVALS AND RESPONSIBILITY FOR SUMMATIVE EVALUATION REPORTS

	Interval	Person Responsible
Teacher on Permanent Contract	Yearly, if requested by teacher. As often as necessary for a teacher having difficulty. At least once every three years for others.	Principal or Designate
Director, Head, and Assistant Head	At end of probationary year following appointment. Yearly, if on acting basis. Yearly, if requested by teacher concerned. As often as necessary for a teacher having difficulty. At least once every three years for others.	Principals or Designate
Co-ordinator Consultant, Resource Teacher (Academic), and Special Assignment Teacher	At end of probationary year following appointment. Yearly, if on acting basis. Yearly, if requested by teacher concerned. As often as necessary for a teacher having difficulty. At least once every three years for others.	Appropriate Superintendent
Resource Teachers (Special education)	At end of probationary year following appointment. Yearly, if on acting basis. Yearly, if requested by teacher concerned. As often as necessary for a teacher having difficulty. At least Once every three years for others.	Appropriate Superintendent

Principal	At end of probationary year following appointment. Yearly, if on acting basis. Yearly, if requested by principal. As often as necessary for a principal having difficulty. At least once every three years for others.	Superintendent of Schools
Vice-Principals	At end of probationary year following appointment. Yearly, if on acting basis. Yearly, if requested by vice-principal. As often as necessary for a vice-principal having difficulty. At least once every three years for others.	Principal

Note: Ordinarily, the principals of schools sharing the services of an itinerant teacher will decide which principal will be responsible for preparing the required summative evaluation reports.

9.2 SUMMATIVE REPORTS

9.2.1 Frequency of Reports

Each teacher shall receive a summative evaluation report on the prescribed form at least once every three years.

9.2.2 Use of the Prescribed Form

The person responsible for the evaluation shall

1. record his/her written evaluations of a teacher's performances, amended, if necessary, in the light of the discussion held with him/her on the prescribed form;

2. sign the form and have the teacher sign it to indicate that he/she has received a copy. If, however, the teacher disagrees with the report, he/she may so indicate on the form before signing it; and if he/she refuses to sign the report, his/her refusal should be noted on the form and initialled by the person responsible for the evaluation; and

3. give the teacher a copy, reserve a copy for the school office, and forward a copy to the Superintendent of Schools who will initial the copy and forward it to the teacher's personnel file.

9.2.3 In-School Files of Summative Evaluations

1. A summative evaluation file for each staff member shall be established in each school.

2. A teacher shall have access to his/her summative evaluation file on request and in the presence of the Principal or his/her designate.

3. A teacher shall be given a copy of each summative evaluation report before a copy is placed in the file.

4. When a teacher transfers to another school in the system, the Principal will forward the contents of the file to the receiving Principal.

5. When a Principal transfers to a new school, the contents of the In-School File must remain in the school for the use of the incoming Principal.

6. Redundancy of material in the In-School File shall be consistent with Section 9.3.

7. Principals are responsible for the annual updating of the In-School File in accordance with Section 9.2.1.

9.3 REDUNDANCY OF EVALUATION MATERIALS AND ACCESS TO FILES

9.3.1 Retention of Summative Evaluation Reports

There shall be on file a minimum of three summative evaluation reports covering at least three school years before any reports are removed from the teacher's In-School File or Education Centre Personnel File, as provided in Section 9.3.4.

9.3.2 Retention of Letters Issued Under Section 15.1

A letter issued under Section 15.1 shall remain on file for a period of at least six years from the date of issuance.

9.3.3 Exceptional Situations

Special reports and letters issued under Section 15.4.7 shall not be subject to the provision of Sections 9.3.1 and 9.3.2 and shall remain on file as long as the In-School File and Education Centre Personnel File for the teacher are maintained.

9.3.4 Removal of Reports and/or Letters From File

1. If, after the duration of time stipulated in Sections 9.3.1 and 9.3.2, a teacher requests, in writing, the removal of a particular summative evaluation report or letter issued under Section 15.1 from his/her In-School File and Education Centre Personnel File, the summative evaluation report or letter shall be removed forthwith from the In-School File by the Principal and from the Education Centre Personnel File by the Superintendent of Personnel and Operations.

2. Unless a summative evaluation report or a letter issued under Section 15.1 is removed as provided for in Section 9.3.4.1, it shall remain on file as long as the In-School File and Education Centre Personnel File for the teacher are maintained.

9.3.5 Access to Education Centre Personnel Files

The following procedure shall apply for dealing with a request from a teacher to examine his/her Education Centre Personnel File.

1. The teacher shall make the request to the Superintendent of Personnel and Operations in writing.

2. The Superintendent of Personnel and Operations will arrange an appointment.

3. The Superintendent of Personnel and Operations will review the file with the teacher.

4. In the event the teacher requests that certain information and/or evaluation reports be removed from his/her file, the matter will be decided by the Superintendent of Personnel and Operations.

5. If the teacher disagrees with the decision of the Superintendent of Personnel and Operations, he/she may refer the matter to the Director of Education.

9.4 ROLE OF THE DEPARTMENT HEAD

As indicated in Section 9.1, responsibility for writing summative evaluation reports on the work of secondary school teachers is assigned to principals who may delegate to vice-principals.

Each department head is expected to work with his/her teachers in a supervisory role to assist teachers to maintain and improve the quality of classroom instruction.

SEE SECTION 13.3.1 DUTIES OF TEACHERS IN CHARGE OF ORGANIZATIONAL UNITS.

10.0 SELECTION PROCESS FOR POSITIONS OF ADDED RESPONSIBILITY

10.1 CRITERIA FOR SELECTING DEPARTMENT HEADS, RESOURCE TEACHERS, CONSULTANTS AND COORDINATORS

Promotion to a position as a Department Head or Resource Teacher or Consultant should be based on clearly demonstrated growth potential. Thus, an applicant in his or her role as a teacher should have

1. developed and maintained a classroom program in which the planning, preparation, presentation, evaluation and communication display a level of exemplary quality and depth that would enable him or her to use personal example as one means of helping other teachers;

2. displayed evidence of a well thought-out philosophy of education based on experience, reading and reflection;

3. demonstrated outstanding knowledge and expertise in the area of specialization;

4. carried out administrative tasks with accuracy and a degree of efficient organization that frees time for attention to program;

5. worked individually and cooperatively on a number of "growth frontiers" in a manner that indicates the presence of qualities such as initiative, pedagogical scholarship and skill, leadership potential, energy, creativity, enthusiasm and commitment to the improvement of learning;

6. demonstrated consistently, through appropriate actions including exemplary communication skills, an above-average perception of the importance to the school of

   (a) staff morale and the recognition of individuals, and
   (b) public relations with respect to students, parents, school staff, ratepayers, and central office staff;

7. developed and maintained a relationship with students that is firm, fair, friendly and humane;

8. demonstrated the physical and psychological stamina necessary to assume the additional responsibilities associated with the position;

9. acquired an understanding of the responsibility role in the Board's administrative structure, and in relation to Board Policies;

10. developed the ability to listen to, and accept, where feasible, the ideas of others and, at the same time, the ability to offer constructive, tactful criticism; and

11. acquired personal characteristics which will earn and merit the trust, respect and confidence of students, staff members, parents, and the community.

10.2 METHOD OF SELECTING DEPARTMENT HEADS

1. A vacancy for the position of Department Head shall be advertised throughout the system by the Superintendent of Personnel and Operations.

2. Written applications shall be submitted and accompanied by a complete resume of academic and professional qualifications, teaching experience and other related information.

3. Interviews with all qualified applicants from within the system shall be arranged by the Principal of the school.

4. Interviews shall be conducted jointly by the Principal, Vice-Principal. The Superintendent of Schools shall be involved when feasible or as required.

5. The name of the recommended applicant shall be submitted through the Superintendent of Personnel and Operations to the Director of Education for consideration of approval and subsequent ratification by the Board.

6. The Principal, as soon as is reasonably possible, shall contact each candidate to indicate that;

   a) he/she is being recommended

   or

   b) he/she is not being recommended

   for the position under consideration. Candidates will also be reminded that the final decision rests with the Board.

7. The Principal will arrange post interview discussions on request from any applicant.

10.3 METHOD OF SELECTING RESOURCE TEACHERS, CONSULTANTS AND COORDINATORS

1. The vacant position shall be advertised within the system and, if necessary, outside the system as determined by the Superintendent of Personnel and Operations.

2. Written applications shall be submitted and accompanied by a complete resume of academic and professional qualifications, teaching experience and other related information.

3. Interviews with all qualified applicants from within the system shall be arranged by the Superintendent of Personnel and Operations.

4. Interviews shall be conducted by a panel consisting of the Supervisory Officer responsible for the particular subject or area of responsibility and at least two other Supervisory Officers, except for the position of Resource Teacher, Special Education, where the Executive Officer - Special Education and Student Services may replace one of the two Supervisory Officers.

5. The Supervisory Officer chairing the Selection Committee, as soon as is reasonably possible, shall contact each candidate to indicate that:

   a) he/she is being recommended

   or

   b) he/she is not being recommended,

   for the position under consideration. Candidates will also be reminded that the final decision rests with the Board.

6. The Supervisory Officer chairing the Selection Committee shall arrange for post-interview discussions at the request of the individual candidates.

10.4 CRITERIA FOR SELECTING VICE-PRINCIPALS AND PRINCIPALS

Promotion to a position of added responsibility should be based on clearly demonstrated growth potential. Thus, an applicant in his or her role as a teacher and/or vice-principal, should have

1. developed and maintained a classroom program in which the planning, preparation, presentation, evaluation and communication display a level of exemplary quality and depth that would enable him or her to use personal example as one means of helping other teachers;

2. displayed evidence of a well thought-out philosophy of education based on experience, reading and reflection;

3. carried out administrative tasks with accuracy and a degree of efficient organization that provides time for attention to program;

4. worked individually and cooperatively on a number of "growth frontiers" in a manner that indicates the presence of qualities such as initiative, pedagogical scholarship and skill, leadership potential, energy, creativity, enthusiasm and commitment to the improvement of learning;

5. demonstrated consistently, through appropriate actions, including exemplary communication skills, an above-average perception of the importance to the school of

   (a) staff morale and the recognition of individuals,
   (b) public relations with respect to students, parents, school staff, ratepayers, and central office staff, and
   (c) the extra-curricular program;

6. developed and maintained a relationship with students that is firm, fair, friendly and humane;

7. demonstrated the physical and psychological stamina necessary to exercise authoritative leadership;

8. acquired an understanding of the responsibility role in the Board's administrative structure, and in relation to Board Policies;

9. developed the ability to listen to, and accept, where feasible, the ideas of others and, at the same time, the ability to offer constructive, tactful criticism; and

10. acquired personal characteristics which will earn and merit the trust, respect and confidence of students, staff members, parents, and the community.

10.5 METHOD OF SELECTING VICE-PRINCIPALS

1. Vice-principals who wish to be considered for a transfer to another school for the following September should inform the Superintendent of Personnel and Operations following the issuance of the annual memorandum to staff regarding transfers.

2. When a vice-principalship becomes vacant in the system, the position may be filled in the normal course of transfers of persons currently serving as vice-principals.

3. Advertisements announcing a vacant vice-principalship will normally refer to a system need and not to a particular school.

4. Written applications shall be submitted and accompanied by a complete resume of academic and professional qualifications, teaching experience and other related information.

5. All applicants who will hold the qualifications required by the Ministry of Education for appointment to the position of vice-principal by September 1 of the following school year shall be interviewed provided that the applicant has an above average record in his/her current position as certified by the appropriate supervisor.

6. The Interviewing Committee shall be composed as provided for in Section II of Policy 400-10.

7. The Interviewing Committee shall be provided with copies of the applicants' applications and resumes in advance of the interview sessions.

8. The Superintendent of Personnel and Operations, or designate, shall chair the interview sessions and shall provide a list of suitable questions that will serve as guidelines for the interviews.

9. The name or names of the applicant or applicants recommended by the interviewing Committee for the vacant position or positions shall be submitted by the Superintendent of Personnel and Operations through the Director of Education to the Board for approval.

10. The Superintendent of Personnel and Operations shall, as soon as is reasonably possible, contact each candidate to indicate that;

    a) he/she is being recommended

    or

    b) he/she is not being recommended for the position(s) under consideration. Candidates will also be reminded that the final decision rests with the Board.

11. In the event that the number of candidates selected is greater than the number of vacant positions, a Vice-Principal Short List may be created at the discretion of the Selection Committee. Successful candidates not appointed to a position shall remain on the short list until recommended to assume an open position or until the creation of a new Vice-Principal Short List. Candidates on the Vice-Principal Short List shall be recommended for vacant positions by the Executive Council.

12. The Superintendent of Personnel and Operations shall arrange post interview discussions at the request of the individual candidates.

10.6 METHOD OF SELECTING PRINCIPALS

1. Principals who wish to be considered for a transfer to another school for the following September should inform the Superintendent of Personnel and Operations following the issuance of the annual memorandum to staff regarding transfers.

2. When a principalship becomes vacant in the system, the position may be filled in the normal course of transfers of persons currently serving as principals or where circumstances warrant an Acting Appointment may be made.

3. Advertisements announcing a vacant principalship will normally refer to a system need and not a particular school.

4. Written applications shall be submitted and accompanied by a complete resume of academic and professional qualifications, teaching experience and other related information.

5. All applicants who will hold the qualifications required by the Ministry of Education for appointment to the position of principal by September 1 of the following school year shall be interviewed provided that the applicant has an above average record in his/her current position as certified by the appropriate Supervisor.

6. The Interviewing Committee shall be composed as provided for in Section II of Policy 400-10.

7. The Interviewing Committee shall be provided with copies of the applicants' applications and resumes in advance of the interview sessions.

8. The Superintendent of Personnel and Operations, or designate, shall chair the interview sessions and shall provide a list of suitable questions that will serve as guidelines for the interviews.

9. The name or names of the applicant or applicants recommended by the interviewing Committee for the vacant position or positions shall be submitted by the Superintendent of Personnel and Operations through the Director of Education to the Board for approval.

10. The Superintendent of Personnel and Operations shall, as soon as is reasonably possible, contact each candidate to indicate that;

    a) he/she is being recommended

    or

    b) he/she is not being recommended for the position under consideration. Candidates will also be reminded that the final decision rests with the Board.

11. In the event that the number of candidates selected is greater than the number of vacant positions, a Principal Short List may be created at the discretion of the Selection Committee. Successful candidates not appointed to a position shall remain on the short list until recommended to assume an open position or until the creation of a new Principal Short List. Candidates on the Principal Short List shall be recommended for vacant positions by the Executive Council.

12. The Superintendent of Personnel and Operations shall arrange post interview discussions at the request of the individual candidates.

11.0 EVALUATING WORK OF TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY

11.1 NATURE OF SUMMATIVE REPORT

11.1.1 Frequency

A summative evaluation report shall be prepared on the prescribed form at least every three years by the Principal or designate in the case of assistant heads, department heads and department directors; by the Principal in the case of vice-principals; by the appropriate Superintendent in the case of academic resource teachers, consultants, coordinators, special assignment teachers and principals.

11.1.2 Criteria

The evaluation of the work shall be based on the requirements of the particular position of added responsibility as outlined in the Education Act, Regulations, Ministry Policy, Board Policy and Job Descriptions if applicable.

11.1.3 Content

The summative report shall indicate clearly whether the work is "Acceptable" or "Unacceptable".

The terms "acceptable" and "unacceptable" shall apply to the requirements of the particular position of added responsibility only and not to the teacher's work as a teacher.

With respect to the requirements of the position of added responsibility, the work is unacceptable if (1) there are several areas requiring improvement or one area calling for major improvements; and (2) the teacher is in need of continuing supervision to maintain a minimal level of effectiveness.

11.2 SPECIAL EVALUATION PROCEDURES FOR TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY WHOSE WORK IS JUDGED TO BE UNACCEPTABLE

1. Should the work in the position of added responsibility be judged unacceptable, it shall be indicated to the teacher that improvement is necessary in his/her position of added responsibility.

   The supervisor conducting the evaluation shall prepare and attach a letter to the summative evaluation statement indicating the reasons why the work is judged to be "unacceptable", suggestions for improvement, help that is available, and that a period of six teaching months will be allowed for the teacher to

improve performance to an acceptable level. At least three formative visits and/or conferences with the teacher shall take place at minimum intervals of twenty (20) teaching days unless exceptional circumstances occur during that six-month period.

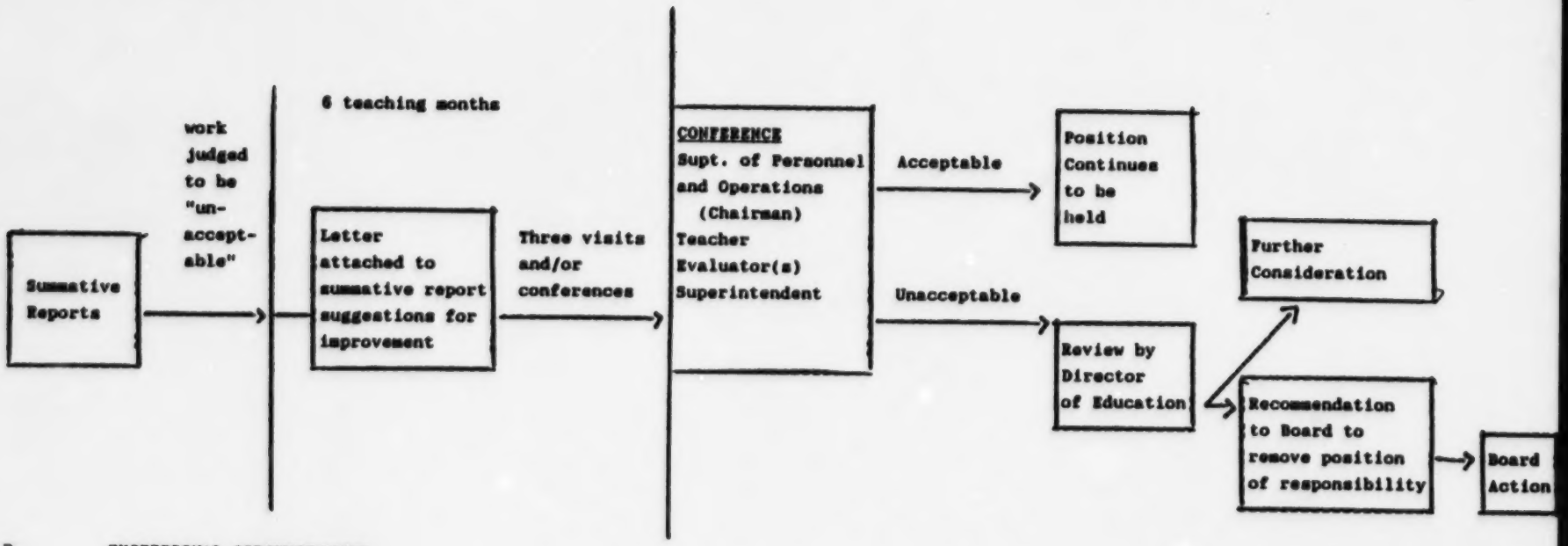
2. At the end of the six-month period, the Superintendent of Personnel and Operations shall call and chair a conference to be attended by the person whose work is being evaluated, the person or persons evaluating the work, and the appropriate Superintendent. The summative evaluation report shall be prepared and signed by the evaluator or evaluators and the Superintendent of Schools. Should the work be judged to be "Acceptable", the teacher shall continue to hold the position of added responsibility, provided that the position continues to exist, or the teacher is not redundant as a result of surplus declarations in the system.

3. Should the work be judged "Unacceptable" and the Director of Education, after reviewing the case, has determined that further consideration is not warranted, a recommendation to remove the teacher from the position of added responsibility shall be made to the Board. At this time, the teacher concerned shall receive a letter stating that such a recommendation will be made, and the letter shall state clearly the reasons for its issuance, review areas of unsatisfactory performance and summarize specific efforts to assist the teacher. If approved by the Board, the teacher shall no longer hold the position of added responsibility, effective on the date specified in the Board resolution. Unless action toward termination of contract has been taken, the teacher will be placed in a position to be determined by the Board.

4. Although the evaluation procedures in this section specify certain time periods and steps toward the removal from a position of added responsibility, exceptional circumstances may arise that cause the Board to act in a compressed time period or, in the case of serious jeopardy to students and program, remove a teacher from a position of added responsibility immediately. Nothing in Section 10.0 precludes the Board's right to take such action when the seriousness of the situation so dictates.

11.3 SUMMARY OF SPECIAL EVALUATION PROCEDURES FOR TEACHERS IN POSITIONS OF ADDED RESPONSIBILITY WHOSE WORK IS JUDGED TO BE UNACCEPTABLE

A. **NORMAL PROCESS**



B. **EXCEPTIONAL CIRCUMSTANCES**

In cases of serious jeopardy to students and program, Administration and Board may act in a compressed time period or take immediate action.

12.0 EVALUATING THE WORK OF PROBATIONARY TEACHERS

The decision to recommend a probationary teacher for a Permanent Teacher's Contract is one of the most important educational decisions made by a Principal and Superintendent of Schools on behalf of the school system. The importance of this decision requires that evaluation be based on information obtained through contacts with the various aspects of the probationary teacher's total program: planning, preparation, presentation, evaluation and reporting progress to students and parents.

The process used for evaluating the work of probationary teachers should contain a blend of formative supervision and summative evaluation.

The Principal, with the assistance of the Vice-Principal and/or department heads, is expected to work formatively with each probationary teacher to provide such assistance as may be required during the probationary period.

Summative evaluation reports should be used in each of the periods specified in the schedule below to sum up the supervisor's perception of the probationary teacher's work to date. Strengths and progress made in improving specific aspects of the program should be acknowledged as merited.

The usual practice of concentrating on a limited number of areas of improvement and the emphasis on assistance and encouragement inherent in the formative supervision process may not convey to the probationary teacher, in some cases, complete enough information regarding the standards to be met before recommendation for permanent contract is warranted; therefore, the summative evaluation reports must indicate clearly (1) the specific areas requiring improvement, and (2) suggestions to assist the probationary teacher in effecting that improvement.

SCHEDULE OF SUMMATIVE EVALUATION REPORTS ON THE WORK OF PROBATIONARY TEACHERS

	Teachers on Probationary Contracts
Principal	Report 1 by October 31 Report 2 by April 30
Superintendent of Schools	Report by April 30

13.0 REQUIREMENTS OF THE EDUCATION ACT 1987, REGULATIONS, BOARD POLICY, ETC. REGARDING SUPERVISION AND EVALUATION OF PROGRAM AND STAFF

13.1 SUPERVISORY OFFICERS

13.1.1 Education Act 1987

"256 - (1) Subject to the regulations, a board or the Minister shall assign the following duties to its or his supervisory officer or officers,

(a) to bring about improvement in the quality of education by assisting teachers in their practice;

(b) to assist and co-operate with boards to the end that the schools may best serve the needs of the pupils;

(c) to visit schools and classrooms as the Minister may direct and, where the supervisory officer has been appointed by a board, as the board may direct;

(d) to prepare a report of a visit to a school or classroom when required by the Minister and, where the supervisory officer has been appointed by a board, when required by the board and to give to a teacher referred to in any such report a copy of the portion of the report that refers to the teacher;

(e) to ensure that the schools under his jurisdiction are conducted in accordance with this Act and the regulations;

(f) to make a general annual report as to the performance of his duties and the condition of the schools in his area of jurisdiction when required by the Minister and, where the supervisory officer has been appointed by a board, when required by the board;

(g) to furnish the Minister with information respecting any school in his area of jurisdiction whenever required to do so."

13.1.2 Board Policy (400-22)

"I. Supervision should assist and encourage members of the staff to attain and maintain a high degree of professional competence.

II. Supervision should be carried out with the intention and spirit of aiding the Principal and members of the staff in their support of the Aims and Objectives of The Middlesex County Board of Education.

III. Supervisory visits should be made in order that justifiable decisions can be reached for recommendations for staff assignments, for positions of greater responsibility, for renewal of probationary contracts, for the granting of permanent contracts and, if necessary, for demotion or dismissal.

IV. Supervisory visits should be concerned with, among other things, the following aspects of the educational program: planning, preparation, presentation, assessment, evaluation, classroom management, and reporting of progress to students and parents.

13.1.3 Position Description

"The Superintendents of Schools are responsible to the Director of Education for the effective conduct of their duties and shall report to the Board, as required, through the Director of Education.

"In addition to his/her general duties as Supervisory Officer and member of the Board's Executive Council, each Superintendent of Schools, in his/her assigned geographical area and/or area of curriculum responsibility shall

1. assist in the interpretation and ensure the proper implementation of approved policies, procedures and directives;

2. ensure that the Principals fulfill their responsibilities for the organization and management of their schools, and for the supervision and evaluation of program and staff in their schools;

3. be responsible for the supervision and evaluation of program delivery and the supervision and evaluation of staff, as described in the Guideline for the Supervision and Evaluation of Staff and Program Delivery;

4. ensure the proper operation of the schools in accordance with legislation, Regulations and Board Policy ...;

6. supervise the resource and consultative staff specifically assigned to him/her and to supervise and/or coordinate the work of any other resource and consultative staff members when they are operating in his/her Area;

7. provide leadership in the development and implementation of curricula;

8. make recommendations concerning the appointment, transfer, promotion, dismissal and retirement of staff;

9. formulate and recommend new policies or changes to existing policies designed to improve the educational programs and operation of schools."

PRINCIPALS

13.2.1 Education Act 1987

"236. It is the duty of a principal of a school, in addition to his duties as a teacher,

(i) to furnish to the Ministry and to the appropriate supervisory officer any information that it may be in his power to give respecting the condition of the school premises, the discipline of the school, the progress of the pupils, and any other matter affecting the interests of the school, and to prepare such reports for the Board as are required by the Board."

13.2.2 Ontario Regulation 262

"12-(1) The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,

(a) the instruction and the discipline of pupils in the school; and

(b) the organization and management of the school.

(2) Where two or more schools operated by a board jointly occupy or use in common a school building or school grounds, the board shall designate which principal has authority over those parts of the building or grounds that the schools occupy or use in common.

(3) In addition to the duties under the Act and those assigned by the board, the principal of a school shall,

(a) supervise the instruction in the school and advise and assist any teacher, in co-operation with the teacher in charge of the organizational unit or program in which the teacher teaches;

(b) assign duties to the vice-principals and to teachers in charge of organizational units or programs;

(c) retain on file up-to-date copies of outlines of all courses of study for the school;

(d) make provision for adequate supervision for the period of time during each school day when the school buildings and playgrounds are open to the pupils, and for the supervising and conducting of any school activity authorized by the Board;

(e) report to the board or to the supervisory officer in writing, on request, on the effectiveness of members of the teaching staff and to a teacher referred to in any such report a copy of the portion of the report that refers to the teacher,

(f) recommend to the board,

(i) the appointment and promotion of teachers, and

(ii) the demotion or dismissal of a teacher whose work or attitude is unsatisfactory, but only after warning the teacher in writing, giving the teacher assistance and allowing the teacher a reasonable time to improve."

(g) provide for instruction of pupils in the care of the school premises;

(h) inspect the school premises at least weekly and report forthwith to the board.

(i) any repairs to the school that are required, in the opinion of the principal,

(ii) any lack of attention on the part of the building maintenance staff of the school, and

(iii) that the parent of the pupil has not compensated the board after being requested to do so, for any damage to or destruction, loss or misappropriation of school property occasioned by a pupil;

(i) where it is proposed to administer to a pupil an individual psychological examination or test, obtain written permission therefor from the parent or guardian of the pupil;

(j) report promptly any serious neglect of duty or infraction of the school rules by a pupil to the parent or guardian of the pupil;

(k) promote and maintain close co-operation with the residents, and with the industry, business, and other groups and agencies of the community;

(l) provide to the Minister or to a person designated by the Minister any information that may be required concerning the instructional program, operation or administration of the school and inform the appropriate supervisory officer of the request;

(m) assign suitable quarters for pupils to eat lunch.

(4) Where, after reasonable notice by the principal, a pupil who is an adult, or the parent of a pupil who is a minor, fails to provide the supplies required by the pupil for a course of study, the principal shall promptly notify the Board.

(5) A principal shall transmit reports and recommendations to the board through the appropriate supervisory officer.

(6) A principal, subject to the approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

(a) medical evidence that the pupil cannot attend school is provided to the principal; and

(b) the principal is satisfied that home instruction is required."

13.3 TEACHERS IN CHARGE OF ORGANIZATIONAL UNITS

13.3.1 Ontario Regulation 262

"17. In addition to duties as a teacher under the Act, and this Regulation, a teacher appointed under section 15 or 16 shall,

(a) assist the principal, in co-operation with the teachers in charge of other organizational units or programs, in the general organization and management of the school;

(b) assist the principal,

(i) by recommending appointments to the teaching staff of the organizational unit or program,

(ii) by recommending assignments and timetable allotments with respect to the courses or program for which the teacher is responsible,

(iii) in coordinating and supervising the teaching in the department or organizational unit,

(iv) in maintaining close co-operation with the community, and

(v) in assembling information that the principal may be required to provide in accordance with clause 12(3)(1);

(c) file with the principal up-to-date copies of outlines of courses of study for the organizational unit or program, with sufficient detail to permit the effective coordination of the courses of study, each such outline to be in the language of instruction of the class or classes to which it refers;

(d) assist teachers in the organizational unit or program in improving their methods of instruction, in maintaining proper standards for instruction, and in keeping records of the work and achievement of pupils;

(e) ensure that there is reasonable supervision of pupils who are engaged in activity authorized by the board that is performed off school property and that is part of the organizational unit or program; and

(f) ensure that equipment for use in courses and activities in the organizational unit or program is maintained in safe working order. O.Reg.617/81, s 14."

14.0 RESPONSIBILITY FOR CONFIDENTIALITY

14.1 The contents of summative evaluation reports, letters issued under sub-sections 15.1 and 10.2 and the files identified in sub-sections 8.2.3 and 8.3.5 shall be regarded as confidential by those persons of the professional and secretarial staff who are responsible for their preparation and/or maintenance.

14.2 Section 14.1 does not preclude the documentary use of the contents of the In-School File or the Education Centre Personnel File by Supervisory Officers in the discharge of their duties.

15.0 SPECIAL EVALUATION PROCEDURES

15.1 SPECIAL EVALUATION PROCEDURES ARE PROVIDED FOR PERMANENT TEACHERS HAVING SERIOUS DIFFICULTY

(ON REVIEW PROCESS)

15.1.1 Letter of Concern

1. A teacher on permanent contract who is having serious difficulty and who has been given, in the current school year, at least two summative reports that identify the difficulty but who continues to show little or no improvement in spite of determined efforts to assist him/her shall be given a Letter of Concern by his/her Principal.

2. At least twenty school days shall elapse between the two summative reports and between the last summative report and the Letter of Concern mentioned in item one immediately preceding.

3. The Letter of Concern shall outline the teacher's problems, make specific recommendations for improvement, and assure the teacher that help is available.

4. When the Letter of Concern is given to the teacher, the Principal shall discuss the contents with him/her fully and, if the Principal thinks it is advisable, invite another supervisor to attend the discussion.

5. The Principal shall prepare the Letter of Concern in triplicate; sign, and have the teacher sign, all three copies; keep a copy; give the teacher a copy; and send a copy to the Superintendent of Schools who shall forward it to the Superintendent of Personnel and Operations.

6. A teacher who has been given a Letter of Concern shall have his/her work evaluated further by the Principal and the Superintendent of Schools.

15.1.2 Letter of Recognition of Immediate Improvement

1. If the Principal and Superintendent of Schools believe that a teacher who has been given a Letter of Concern has overcome his/her stated problem, they shall supply him/her with a Letter of Recognition of Immediate Improvement.

2. The Principal, in consultation with the Superintendent of Schools, shall prepare the Letter of Recognition of Immediate Improvement in triplicate; sign with the Superintendent of Schools, and have the teacher sign, all three copies; keep a copy; give the teacher a copy; and send a copy to the Superintendent of Personnel and Operations.

3. When the Letter of Recognition of Immediate Improvement is given to the teacher, the Principal shall discuss the contents with him/her fully in the presence of the Superintendent of Schools.

15.1.3 Letter of Doubt

1. If, after at least thirty teaching days from the date when he/she has been given a Letter of Concern, the teacher has had at least two observations of his/her work, but continues to show little or no improvement in spite of determined efforts to assist him/her, he/she shall be given a Letter of Doubt by his/her Principal and Superintendent of Schools.

2. The Letter of Doubt shall point out in specific terms the teacher's continuing areas of difficulty, suggest possible solutions for them, and state that unless definite improvement occurs, the contract may be terminated.

3. The Principal, in consultation with the Superintendent of Schools, shall prepare the Letter of Doubt in triplicate; sign with the Superintendent of Schools, and have the teacher sign, all three copies; keep a copy; give the teacher a copy; and send a copy to the Superintendent of Personnel and Operations.

4. When the Letter of Doubt is given to the teacher, the Principal shall discuss the contents with him/her fully in the presence of the Superintendent of Schools.

5. A teacher who has been given a Letter of Doubt shall have his/her work evaluated further by the Principal and the Superintendent of Schools.

15.1.4 Letter of Recognition of Immediate Improvement

1. If the Principal and Superintendent of Schools believe that a teacher who has been given a Letter of Doubt has overcome his/her stated problem, they shall supply him/her with a Letter of Recognition of Immediate Improvement.

2. The procedures to be followed shall be as stated in items two and three of 15.1.2

15.1.5 Letter of Further Consideration Or Letter Recommending Termination of Contract

If, after at least thirty teaching days from the date when he/she has been given a Letter of Doubt, the teacher has had at least two observations of his/her work but marked improvement has not occurred, the Principal and Superintendent of Schools shall give him/her a Letter of Further Consideration or a Letter Recommending Termination of Contract, depending on the degree to which his/her service has been less than satisfactory.

15.1.6 Letter of Further Consideration

1. The Letter of Further Consideration shall outline the teacher's difficulties, make specific suggestions for improvement and describe any recommended changes which may include transfer of the teacher to another school or other action concerning placement.

2. The Principal, in consultation with the Superintendent of Schools, shall prepare the letter of Further Consideration in triplicate; sign with the Superintendent of Schools, and have the teacher sign, all three copies; keep a copy; give the teacher a copy; and send a copy to the Superintendent of Personnel and Operations.

3. When the Letter of Further Consideration is given to the teacher, the Principal shall discuss the contents with him/her fully in the presence of the Superintendent of Schools.

4. The issuance of a Letter of Further Consideration could result in the annual increment being withheld by the Board.

15.1.7 Letter Recommending Termination of Contract

1. Before a teacher is given a Letter Recommending Termination of Contract, the following requirements must have been satisfied.

   (a) The teacher has at least four summative reports, at least two of which shall be in the current school year.

   (b) The Principal and Superintendent of Schools have discussed the teacher's problems with him/her.

   (c) The teacher has received both a Letter of Concern and a Letter of Doubt.

(d) In the case of a secondary school teacher, the Principal has required the Department Head to assist the teacher and has on file a report from the head indicating the assistance he/she has given the teacher.

(e) The Principal and Superintendent of Schools have discussed the case with the Superintendent of Personnel and Operations and the Director of Education.

2. The Letter Recommending Termination of Contract shall state clearly the reasons for its issuance, review the areas of unsatisfactory performance, summarize the specific efforts made to assist the teacher, and notify him/her specifically that a recommendation will be made to the Board to terminate his/her contract.

3. The Principal, in consultation with the Superintendent of Schools, shall prepare the Letter Recommending Termination of Contract in triplicate; sign with the Superintendent of Schools, and have the teacher sign, all three copies; keep a copy; give the teacher a copy; and send a copy to the Superintendent of Personnel and Operations.

4. The Superintendent of Personnel and Operations shall notify the teacher, in writing, of the intention to recommend his/her dismissal to the Board, which may confirm the recommendation on or before November 30, to take effect on December 31 immediately following or on or before May 31, to take effect on August 31 immediately following.

15.1.8 Exceptional Circumstances

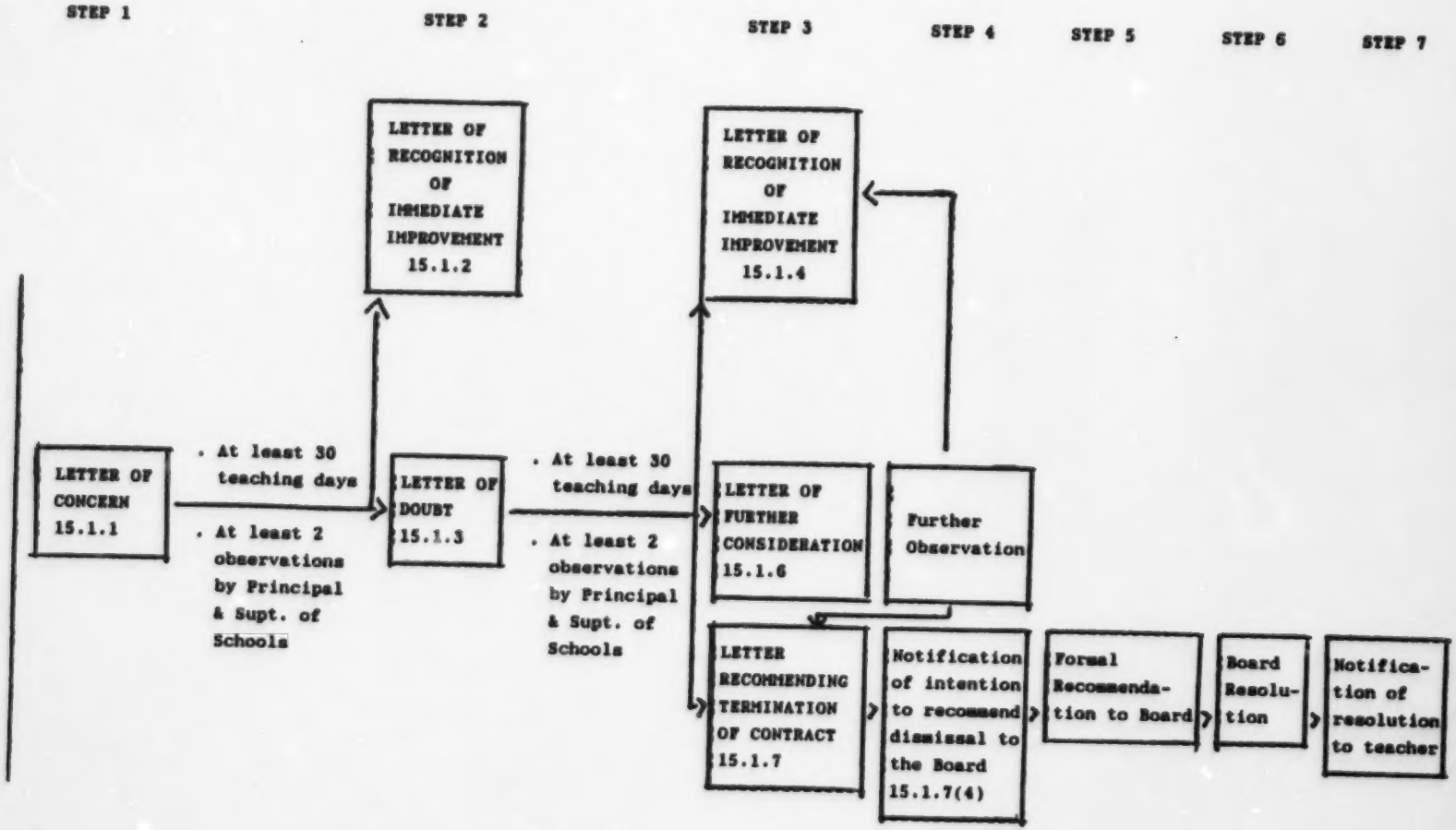
Notwithstanding the provisions of this Section (15.1), a teacher's permanent contract may be terminated in accordance with Section 234 of the Education Act.

15.1.9 Receipt of Reports Or Letters

A teacher's signature on a summative report or letter mentioned in this Section (15.1) acknowledges receipt thereof and does not necessarily imply agreement with the contents.

15.2.1 SUMMARY OF SPECIAL EVALUATION PROCEDURES FOR PERMANENT TEACHERS HAVING SERIOUS DIFFICULTY

(ON REVIEW PROCESS)


PRE-CONDITIONS
STEP 1
STEP 2
STEP 3
STEP 4
STEP 5
STEP 6
STEP 7
. Serious difficulty
. Four summative reports on file (at least two in current school year)
LETTER OF CONCERN 15.1.1
. At least 30 teaching days
. At least 2 observations by Principal & Supt. of Schools
LETTER OF RECOGNITION OF IMMEDIATE IMPROVEMENT 15.1.2
LETTER OF DOUBT 15.1.3
. At least 30 teaching days
. At least 2 observations by Principal & Supt. of Schools
LETTER OF RECOGNITION OF IMMEDIATE IMPROVEMENT 15.1.4
LETTER OF FURTHER CONSIDERATION 15.1.6
Further Observation
LETTER RECOMMENDING TERMINATION OF CONTRACT 15.1.7
Notification of intention to recommend dismissal to the Board 15.1.7(4)
Formal Recommendation to Board
Board Resolution
Notification of resolution to teacher

15.3 SUMMARY OF STEPS TO BE FOLLOWED IN EVALUATING THE WORK OF A PERMANENT TEACHER HAVING SERIOUS DIFFICULTY

15.3.1 PRE-CONDITIONS

1. Two previous summative evaluation reports on file
2. Summative Evaluation report (current school year)
3. Second summative evaluation report (current school year)

15.3.2 ON REVIEW PROCESS

1. LETTER OF CONCERN
   (a) Written by Principal
   (b) Given to and discussed with the teacher by Principal (presence of another supervisor is optional)
   (c) Copy sent to the Superintendent of Schools and forwarded to Superintendent of Personnel and Operations

2. Observation by Principal and Superintendent of Schools

3. LETTER OF RECOGNITION OF IMMEDIATE IMPROVEMENT
   (a) Written by Principal in consultation with Superintendent of Schools
   (b) Given to and discussed with teacher in presence of the Superintendent of Schools
   (c) Copy sent to Superintendent of Personnel and Operations

OR IN LIEU OF 3

4. LETTER OF DOUBT
   (a) Written by Principal in consultation with Superintendent of Schools
   (b) Given to and discussed with teacher in the presence of the Superintendent of Schools
   (c) Copy sent to Superintendent of Personnel and Operations

5. After receipt of Letter of Doubt, further evaluation of the work of teacher by Principal and Superintendent of Schools to be followed by one of

   (a) Letter of Recognition of Immediate Improvement
   (b) Letter of Further Consideration
   (c) Letter Recommending Termination of Contract

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6. LETTER OF RECOGNITION OF IMMEDIATE IMPROVEMENT

Procedure as in item three above

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7. LETTER OF FURTHER CONSIDERATION

   (a) Prepared by the Principal in consultation with the Superintendent of Schools
   (b) Outlines (i) difficulties
   (ii) suggestions for improvement
   (iii) steps to be taken (could lead to transfer)
   (c) Given to and discussed with teacher by Principal in the presence of Superintendent of Schools
   (d) Could result in the annual increment being withheld by the Board

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8. LETTER RECOMMENDING TERMINATION OF CONTRACT

must be preceded by

   (a) at least four summative evaluation reports (at least two in the school year in which the ON REVIEW PROCESS is initiated)
   (b) discussions with teacher by Principal and Superintendent of Schools
   (c) receipt of both a Letter of Doubt and a Letter of Concern
   (d) assistance by Department Head (secondary schools)
   (e) discussion of case by Principal with Superintendent of Schools, Superintendent of Personnel and Operations, and Director of Education

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9. LETTER RECOMMENDING TERMINATION OF CONTRACT

must

(a) state reason for issuance
(b) review areas of unsatisfactory performance
(c) summarize efforts to help teacher
(d) notify teacher of recommendation to terminate
(e) be written in triplicate; copies signed by Principal, Superintendent of Schools, and teacher; one copy to teacher, one copy to Superintendent of Personnel and Operations, Principal keeps one copy